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ABSTRACT

The Horry County, South Carolina, Reading Crusade, a joint effort of the Literacy Council and the school district, was begun in 1979-80 with the intent of raising the literacy level of adults. The school district's Adult and Community Education Department provided office space, telephones, lab space, salaries, and mileage for the coordinators. The Project Evaluation Plan for 1981-82 contained two objectives: (1) all non-reading adults, identified as being capable and willing, would be taught to read by trained community volunteers tutors using the Laubach approach; and (2) all poor reading adults, identified as being capable and willing to increase their reading skills, would receive one-to-one tutoring by trained community volunteers. Results of the Adult Basic Learning Examination (ABLE) pretest and posttest scores are provided for 29 non-readers (13 females--4 Blacks, 2 Orientals, 7 Whites; and 26 males--11 Blacks, 15 Whites) with ages ranging from 16-56 and 28 poor (11 females--4 Blacks, 2 Orientals, 1 Hispanic, 4 Whites, and 17 males--5 Blacks, 1 Oriental, 11 Whites) with ages ranging from 17 to 67. Quantitative evidence derived from pre- and posttest scores of the 67 students indicates that both objectives were met. Comparisons of the 3 years indicate the project would be effective if continued in Horry County. (AH) Horry County. (AH)

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FINAL EVALUATION REPORT

HORRY COUNTY READING CRUSADE

PROJECT NO.

80 - 26 - 01 - 2121

Section 310 of the ADULT EDUCATION ACT, as amended, 1978

Project Year: 1981-82

HORRY COUNTY SCHOOL DISTRICT
P.O. BOX 1739, 1205 SECOND AVENUE
CONWAY, SOUTH CAROLINA 29526

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June 7, 1982

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INTRODUCTION

This report has been prepared according to guidelines provided by the South Carolina State Department of Education for use with educational projects having state and/or federal funding. The basis for the report is the Project Evaluation Plan (PEP) for the third project year (1981-82), which was developed on September 1, 1981, and is on file in project records.

The report contains two parts. The first part pertains to the formative and summative evaluation of the third project year. The second part pertains to the summative evaluation of the project over all three project years.

PART ONE

A. Process (Formative) Evaluation

1. Data Collection and Reporting Forms

The Evaluator made scheduled, quarterly on-site visits to the project. Project activities completed each quarter were reviewed on these visits. A discrepancy analysis was preformed each quarter to determine whether or not the project's goals and objectives were intact. A quarterly, formative evaluation report was developed by the Evaluator after each onsite visit was made and the quarterly discrepancy analysis was conducted. In addition, the Evaluator corresponded with the Project Director and project staff by telephone and by mail throughout the project year. Feedback was provided by the Evaluator to the project staff concerning project inplementation during the course of the project year via these combined modes. The quarterly formative evaluation reports are on file in the project's records.

B. Product (Summative) Evaluation

The Project Evaluation Plan for the 1981-82 school year contained two short-range objectives. The first pertained to non-readers, while the second pertained to poor readers (less than the 4th grade level).

1. Statement of Objectives

a. Short-range objective one (1981-82)

By the end of the 1981-82 school year, all non-reading adults in Horry County, who were identified during the year to be physically able, mentally capable, and willing to receive reading instructions, will have been taught to read using primarily the Laubach approach to teaching reading by trained community volunteer tutors. Skillbook 1, 2, and 3 of the Streamlined English Series (Laubach) will be used to teach the basic reading skills. The increase in basic reading skills will be significant at the 0.05 level, as measured by the Adult Basic Learning Examination (ABLE), Level 1, Test 2, Reading, Form A.

b. Short-range objective two (1981-82)

By the end of the 1981-82 school year, all adults in Horry County, who have been identified during the year to possess poor reading skills (less than the 4th grade level) and who are physically capable, mentally capable, and willing to increase their reading skills, will have received one-to-one tutoring in reading by trained community volunteers. Skillbooks 4 and 5 of the Streamlined English Series (Laubach) will be used to teach the basic reading skills. The increase in basic reading skills will be significant at the 0.05 level, as measured by the Adult Basic Learning Examination (ABLE), Level 1, Test 2, Reading, Form A.

2. Techniques Used to Generate Data

The Evaluator trained the project staff on the administration and scoring of the ABLE. Then, as each new student came into the program, a member of the project staff administered the ABLE to him/her to gain the student's initial reading status. Each test booklet was scored by the staff member who administered the test. The score on the ABLE from this initial assessment also served as the pretest, or before intervention treatment, measurement. The scored test booklets were sent to the Evaluator for analysis and retention. Project staff also administered the ABLE again to students in the program at the end of the 1981-82 school year (April, 1982) to obtain the post-intervention treatment (posttest) measurements. After scoring, the test booklets were sent to the Evaluator for analysis.

3. Results

Pretests were administered to 101 students during the 1981-82 school year. Thirty-one of the 101 students pretested were found to have pretest scores higher than the entrance criteria for the evaluation component of the program. These students continued in the program, but were not posttested. The remaining 67 students (three students could not be located at posttest time (101-31=70-3=67) received the posttest administration of the ABLE. Thirty-nine of these were classified as non-readers, while 28 were classified as poor-readers.

a. Non-readers (Objective One)

Thirty-nine student's pre and posttest scores on the ABLE were available for analysis at the end of the 1981-82 school year. This group was comprised of 13 females (4 blacks, 2 orientals, and 7 whites) and 26 males (11 blacks and 15 whites). The median age of the females was 33 years of age. The range of ages among the females was from 16 to 56 years. The median age of the

male was 41 years of age. The range of ages among the males was from 16 to 66 years.

The following list contains the mean raw scores, mean grade equivalents, and standard deviations for the pretests and posttest of the non-reader group:

Pretest	Posttest
N = 39	N = 39
$\bar{X}$ = 0	$\bar{X}$ = 12.87
GE = 0	GE = 1.00
SD = 0	SD = 11.70

The distribution of the gains among the 39 students was as follows:

N = 4 (10%) : zero gain (total non-reader)

N = 20 (51%) : 1-11 (below 1st grade)

N = 15 (38%) : 12-51 (1st grade through 6th grade)

Examination of the gain distribution will disclose that the treatment intervention (tutoring with Laubach materials) was highly effective. Only 4 students (10% of the total group) made zero or no gain. Twenty (51%) of the students learned to read up to the first grade equivalent level. The remainder, viz., 15 students (38%), ranged from the 1st grade level through the 6th grade level in their reading levels. When it is realized that students in this group possessed no measurable reading skills prior to receiving the tutoring, the gains are seen to be substantial. A t-test was computed between the pretest and posttest scores. The results were as follows:

$t = 6.78$, $df = 38$, $p < 0.05$, Significant

Thus, the gains made by the non-readers (posttest scores minus pretest scores) were statistically significant at the 0.05 level.

The results from the 1981-82 school year compare favorably with those from the 1979-80 and 1980-81 school years, even though the size of the groups differed. The gains acheived by those non-readers in the two prior project years were significant also, viz., 1979-80: N=13, $t=2.71$, $df=12$, $p < 0.05$; 1980-81: N=38, $t=5.96$, $df=37$, $p < 0.05$. Further, t-tests were computed between the 1981-82 school year (third project year) gains and the 1980-81 school year (second project year) and the 1979-80 school year (first project year) gains to determine whether or not there were statistical differences in the gains achieved by the non-readers in each of the three years. The results are as follows:

1981-82 vs. 1980-81	1981-82 vs. 1979-80
$t = 1.01$, $df = 75$	$t = 1.34$, $df = 50$
$p > 0.05$	$p > 0.05$
Not Significant	Not Significant

It can be concluded that short-range objective one was accomplished successfully during the 1981-82 school year. Moreover, the gains experienced by the non-readers were similar to those experienced by the non-reader groups in the two prior project years.

b. Poor-readers (Objective Two)

Twenty-eight students' pre and posttest scores on the ABLE were available for analysis at the end of the 1981-82 school year. This group was comprised of 11 females (4 blacks, 2 orientals, 1 hispanic, and 4 whites) and 17 males (5 blacks, 1 oriental, and 11 whites). The median age of the females was 25 years of age. The range of ages among the females was from 20 to 52 year. The median age of the males was 32 years of age. The range of ages among the males was from 17 to 67 years.

The following list contains the mean raw scores, grade equivalents, and standard deviations for the pretests and posttests of the poor-reader group:

Pretest	Posttest
N = 28	N = 28
$\bar{X}$ = 22.32	$\bar{X}$ = 32.96
GE = 1.6	GE = 2.5
SD = 11.25	SD = 11.55

The distribution of the gains among the 28 students was as follows:

N = 4 (14%) : loss of 1 to 13

N = 24 (86%) : 2 - 37

Examination of the gain distribution will disclose that the treatment intervention (tutoring with Laubach materials) was highly effective. Only 4 students out of the 28 experienced losses. The remaining 24 (86% of the group) experienced gains ranging from 2 to 37 raw scores. Reading skills possessed by the group after treatment intervention ranged from 1.1 to 6.0 plus, grade equivalents. The average gain of the group was 9 months (2.5 GE - 1.6 GE), which is substantial when it is realized that these students possessed measurable reading skills at below the 4th grade level (less than 1.0 to 4.0) prior to starting in the program. A t-test was computed between the pretest and posttest scores. The results were as follows:

$t = 4.88$, $df = 27$, $p < 0.05$, Significant

Thus, the gains made by the poor-readers (posttest scores minus pretest scores) were statistically significant at the 0.05 level.

The results from the 1981-82 school year compare favorably with those from the 1980-81 school year, even though the size of the groups differed. The gains achieved by the poor-readers in 1980-81 were statistically significant, also, viz., N=12, t=3.91, df=11, $p < 0.05$. A t-test was computed between the

1981-82 school year (third project year) gains and the 1980-81 school year (second project year) gains to determine whether or not there were statistical differences in the gains achieved by the poor-readers in each of the two years. The results are as follows:

1981-82 vs. 1980-81

$t = 1.36$, $df = 38$

$p > 0.05$

Not Significant

No comparison was made between the 1981-82 poor-reader results and those of the first project year (1979-80) since only 4 students were in that group. Such a small N provides no basis for comparison.

It can be concluded that short-range objective two was accomplished successfully during the 1981-82 school year. Moreover, the gains experienced by the poor-readers were similar to those experienced by the poor-reader group in the prior project year.

4. Conclusions and Recommendations

The quantitative evidence derived from the 67 students (39 non-readers and 28 poor-readers) with both pre and posttest scores on the ABLE has been sufficient to draw conclusions from concerning the effectiveness of the project during its third year. Both objectives (Objective One and Objective Two) have been accomplished successfully. Most non-readers (initially) have increased their reading skills to the degree that they now possess the rudimentary skills necessary to further progress. Most poor-readers (initially), as defined by the project, have increased their reading skills substantially to be categorized as non-poor-readers. The test results indicate that the project staff, tutor-trainers, and the tutors have demonstrated effectiveness during school year 1981-82.

Further, formative or process evaluation evidence has accrued systematically thoughout the year. This evidence indicates that the project has been conducted properly and efficiently by the project staff. All activities listed in the project proposal have been accomplished with fidelity.

PART TWO

During each of the three project years, a repeated measures design was used to measure the two short-range objectives. This type of design was used because it was not possible to set up control groups not to use a norm-referenced model. The aggregation of the three, repeated measures designs provides a basis for evaluating the project over the three years through the use of a recurrent institutional type of design. The schematic of this design is as follows:

Year 1 (1979-80) $O_1 X\ O_2$

Year 2 (1980-81) $O_3 X\ O_4$

Year 3 (1981-82) $O_5 X\ O_6$

Where:

O_1 = 79-80 pretest, O_2 = 79-80 posttest

O_3 = 80-81 pretest, O_4 = 80-81 posttest

O_5 = 81-82 pretest, O_6 = 81-82 posttest

X = treatment intervention

Thus, the design consists of an aggregation of three separate project years conducted on three separate groups of comparable students with a common and consistent treatment intervention. The requirements of such a design specify the following:

$O_1 < O_2, O_3 < O_4$, and $O_5 < O_6$

$O_1 = O_3 = O_5$ and $O_2 = O_4 = O_6$

Since two groups, viz., Non-Readers and Poor-Readers, were used during each individual year, the data presented next will be for (1) Non-Readers, and (2) Poor-Readers, in terms of meeting the requirements of the recurrent institutional design.

The following list contain the results from each year in terms of the two groups:

$O_1 < O_2$: Non-Readers	$O_1 < O_2$: Poor-Readers
$t = 2.71$, $df = 12$, $p < 0.05$	$t = -2.32$, $df = 3$, $p > 0.05$
$\bar{X}_{pre} = 0$, $SD_{pre} = 0$	$\bar{X}_{pre} = 19.50$, $SD_{pre} = 7.89$
$\bar{X}_{post} = 7.08$, $SD_{post} = 9.06$	$\bar{X}_{post} = 16.50$, $SD_{post} = 7.89$
$O_3 < O_4$: Non-Readers	$O_3 < O_4$: Poor-Readers
$t = 5.96$, $df = 37$, $p < 0.05$	$t = 3.91$, $df = 11$, $p < 0.05$
$\bar{X}_{pre} = 0$, $SD_{pre} = 0$	$\bar{X}_{pre} = 21.58$, $SD_{pre} = 10.23$
$\bar{X}_{post} = 10.29$, $SD_{post} = 10.50$	$\bar{X}_{post} = 36.83$, $SD_{post} = 13.58$
$O_5 < O_6$: Non-Readers	$O_5 < O_6$: Poor-Readers
$t = 6.78$, $df = 38$, $p < 0.05$	$t = 4.88$, $df = 27$, $p < 0.05$
$\bar{X}_{pre} = 0$, $SD_{pre} = 0$	$\bar{X}_{pre} = 22.32$, $SD_{pre} = 11.25$
$\bar{X}_{post} = 12.87$, $SD_{post} = 11.70$	$\bar{X}_{post} = 32.96$, $SD_{post} = 11.55$
$O_1 = O_3$: Non-Readers	$O_1 = O_3$: Poor-Readers
Equal	$t = 0.35$, $df = 14$, $p > 0.05$
	$\bar{x} = 19.50$, $\bar{y} = 21.58$
$O_1 = O_3$: Non-Readers	$O_1 = O_5$: Poor-Readers

Equal	$t = 0.47$, $df = 30$, $p > 0.05$
	$\bar{x} = 19.50$, $\bar{y} = 22.32$
$0_3 = 0_5$: Non-Readers	$0_3 = 0_5$: Poor-Readers
Equal	$t = 0.19$, $df = 38$, $p > 0.05$
	$\bar{x} = 21.58$, $\bar{y} = 22.32$
$0_2 = 0_4$: Non-Readers	$0_2 = 0_4$: Poor-Readers
$t = 0.97$, $df = 49$, $p > 0.05$	$t = 2.66$, $df = 14$, $p < 0.05$
$\bar{x} = 7.08$, $\bar{y} = 10.29$	$\bar{x} = 16.50$, $\bar{y} = 36.83$
$0_2 = 0_6$: Non-Readers	$0_2 = 0_6$: Poor-Readers
$t = 1.60$, $df = 50$, $p > 0.05$	$t = 2.67$, $df = 30$, $p < 0.05$
$\bar{x} = 7.08$, $\bar{y} = 12.87$	$\bar{x} = 16.50$, $\bar{y} = 32.96$
$0_4 = 0_6$: Non-Readers	$0_4 = 0_6$: Poor-Readers
$t = 1.01$, $df = 75$, $p > 0.05$	$t = -0.90$, $df = 38$, $p > 0.05$
$\bar{x} = 10.29$, $\bar{y} = 12.87$	$\bar{x} = 36.83$, $\bar{y} = 32.96$

Discussion of the data contained in the lists above will be made in terms of (1) Non-Readers, and (2) Poor-Readers.

Non-Readers

As can be seen from the data, the posttest scores for the three years (0_2,0_4,0_6) were significantly larger than the posttest scores for these years (0_1,0_3,0_5) The pretest scores (0_1,0_3,0_5) were all zero for the non-reader groups; therefore, they were equal. The posttest scores (0_2,0_4,0_6) were not significantly different from each other. From these findings, it can be concluded that the non-reader group met all requirements of the recurrent institutional design. More specifically, for the nonreader groups, the project's

intervention treatment produced viable and repeatable results over each of the three years. There is sufficient evidence to conclude that the project will produce similar results in subsequent school years in Horry County or in similar counties in the state or nation.

Poor-Readers

Conclusions similar to those for the non-reader can be drawn for the poor-reader groups, even though the $O_1 < O_2$ and $O_2 = O_4$ and O_6 requirements were not fulfilled. This is felt to be because of the extremely small size of the 1979-80 poor-reader group. The N = 4 of this group precludes its representativeness. When this group is eliminated from the analysis, it is seen that the 1980-81 and 1981-82 non-reader groups met the requirements of the recurrent institutional design, albeit only two project years were involved. It is felt that the data results from the 1980-81 and 1981-82 project years are strong enough to ensure that the project will produce similar results in subsequent school years in Horry County or in similar counties in the state or nation.

HORRY COUNTY READING CRUSADE

Horry County is in the northeastern part of South Carolina. It is one of the largest counties east of the Mississippi River. It has three distinct areas: (1) the Myrtle Beach-Grand Strand with its continuing growth each year including a great deal of building. During the summer months it has a tourist population of about 25,000 each week. This area is the major employment section of the county, (2) the large land area behind the Intercoastal Waterway. Here are the large farms, small communities and the permanently settled people, (3) the small towns and the county seat with the courthouse activities. These towns are growing also and are populated with people who are planning to remain in the section.

The Reading Crusade is a result of the Literacy Council and the School District joining together to meet the need of raising the literacy level in Horry County. The Literacy Council, a local organization affiliated with the South Carolina Literacy Association and the National Affiliation for Literacy Advance, provides the tutors for teaching illiterate and functionally illiterate adults to read. The School District through the Adult and Community Education Department provides the office space, telephones, reading lab space, salaries and mileage for the coordinator and the student-tutor coordinator.

Tutors are taught how to teach reading in a workshop. The Basic Workshop, a 12 hour workshop, prepares tutors for working with English speaking students. The ESOL Workshop, a 15 hour workshop, prepares tutors for working with non-English speaking students. All tutors are volunteers who give of their time for the workshops and the hours of tutoring.

Anyone who wishes to learn to read and is an adult may ask for a tutor. There are no restrictions-age, sex, religion, wealth or race. The program is primarily designed for adults but we do help some school age children. An effort is made to place students with tutors within the same section of the county.

While tutors give of their time with no monetary compensation and the students have no expense involved other than getting to the lesson, there is the expense of the materials used. The student's books, teacher's manuals and supplementary books are provided by funding through the United Way. The Laubach Way to Learning, especially designed for teaching adults to read, is used for tutoring all students.

All phases of the community are involved in the program. The person who orginally started the Reading Crusade and helped it grow has now moved on to wider interests. As the program in the county stabilized he has become active in state and regional organizations dedicated to the teaching of reading.

STUDENTS

1. Most of the students who speak English come from the inland area.

2. Most of the non-English speaking students live along the Grand Strand.

3. A state wide 800 number made the program more accessible to the students.

4. Women responded to the program before the men did.

5. Confidentiality is very important. Most of our students have spent their lives pretending they could read. Their protective pattern continues even when they are asking for help. The staff and tutors need to be aware of this, e.g. "I have a friend" or "I need help with spelling".

6. Many of the men are tutored by their wives. This protects them from being labeled by others as a non-reader.

7. The student makes better progress when his family is supportive.

8. Students are more responsive to our program from November through the middle of March. There are three reasons for this; (1) tobacco is the chief crop in Horry County. Many students work in the tobacco fields and are busy from mid-March to late October, (b) the Grand Strand area is geared for the tourist season. The months of the tourist season corresponds with the tobacco season, (c) students employed by industry have large gardens and are busy during the summer months.

9. Records are kept on each student. Cards containing the address, telephone number, the best hours for lessons and the assigned tutor's name are filed according to sections of the county. If a student drops out this is noted and his card is placed in an inactive file. If he reenters his card is changed to the active file.

10. The end product of our program is a person who not only has learned to read but has gained in self confidence and self respect. Each student establishes his own goal and they range from writing his name to being an accomplished reader.

11. Several students have gone public. They allowed us to use their names and their story in film strips and t.v. spot presentations. Their lives have been drastically altered by the acclaim they have gained. The use of the stories of their lives makes the Reading Crusade real to the public and to prospective students and tutors.

12. Stablization of the student group has increased each year. This is a good indication they feel they can gain by being in the program and will remain until they have achieved their goals.

TUTORS

1. Tutors are recruited through the use of t.v. spot announcements, newspaper articles, church bulletin inserts and word of mouth.

2. Some people become tutors because they have a member of their family who is a non-reader. They often go to another section of the county to take the workshops. This is done to preserve the public image of the student.

3. Retired people are often interested in tutoring. They make good tutors as they like sharing their time.

4. Many people from the northeastern section of the United State spend the winter at Myrtle Beach. They become tutors and are used in the schools to help poor readers.

5. All tutoring is done on a one-to-one basis. Each tutoring session is private.

6. Tutors are asked to spend two hours a week with their student.

7. Tutoring sessions may take place in empty school rooms, a recessed area at the library, in church classrooms or the reading lab. It is better not to meet in either the tutor's or pupil's home where someone might interfere.

8. Some people enjoy their tutoring hours so much they are willing to teach more than one student.

9. Several tutors are now working with patients at the nursing center. They are helping stroke victims learn to read and write again. It does take a special kind of person to do this because some cannot tolerate the surroundings.

10. Tutors are invited to a coffee hour in their section of the county at least once a year. These are usually held in churches. The social atmosphere helps them discuss their problems and share solutions to them. It also helps them feel they are part of the group rather than an isolated tutor. The office staff is responsible for these meetings.

11. Tutors are assigned a student during the workshop which precedes their actual tutoring. The student assigned lives within easy access to the tutor. Other assignments are made as additonal calls for help are received.

12. It is important for tutors to receive recognition for the service they give. This is done in three ways: (a) letters of appreciation with a certificate of recognition are sent by the Literacy Council and the County and State Department of Education, (b) outstanding tutors are presented a pin with the National Affiliation for Literacy Advance logo, (c) Hats off

to Tutors is included in our quarterly newsletter. This column describes any unusual work of the tutors.

13. A tutor-refresher workshop is held once a year to discuss new materials and to help with questions they may have.

COMMUNITY

1. The most cooperative organization in the community was the Literacy Council, a local arm of National Affiliation for Literacy Advance. The Literacy Council and the Reading Crusade work so closely together it is difficult to decide which is which.

2. There is no aspect of the community that has not been involved and contributed to the success of our crusade.

3. The local newspapers, daily and weekly, have printed the notices of all workshops and meetings.

4. The local radio stations have given time for our announcements. Two radio stations have used their talk shows to publicize the Reading Crusade.

5. Television stations in other cities outside the county have used our locally produced T.V. spots as well as the local station.

6. The manufacturing plants, construction businesses, restaurants and smaller businesses are aware of our program and have asked for help with their employees. Some have called because they had employees they wished to promote but their poor reading skills prohibited it. Some have given bonuses to their workers who have improved their reading.

7. Billboard companies provided free services for Johnnie Cash notices promoting reading for adults.

8. Churches have let us place fliers about the workshop in their weekly bulletins. They have provided facilities for meetings,workshops and tutoring sessions.

9. Civic clubs, social service and the job service agencies have made referrals of students. Some of the staff members of these agencies have become tutors.

10. Principals, teachers, and guidance counselors have made calls for help and some have been trained as tutors.

11. The United Way has provided funds for some of the books and materials used by the tutors and students.

12. The local four year branch of the state university provided free service in editing and filming the T.V. spots.

PROJECT STAFF

1. The project staff consists of the county Director of Adult and Community Education, the Reading Crusade Coordinator, the Student-Tutor Coordinator and a secretary.

2. An evaluator for the project met quarterly with us for three years to collect and analyze the materials and direct our efforts. He submitted a written report each year and at the end of the project.

3. The County Director of Adult Education has an important role in all the meetings and planning for the project. She provided the knowledge and forethought which gave the program continuity, stability and daring.

4. The Coordinator of the Crusade set up the workshops, helped to conduct the workshops and did the public relations work. The advanced work of finding a place, deciding on the dates, sending notices to local papers, radio and t.v. stations, putting up posters and getting the needed materials to the workshop was done by the Coordinator. Thank you notes were written to all who helped.

   Addressing clubs and civic groups to tell about the Reading Crusade was a part of the publicity campaign.

   She was responsible for the writing and publishing of the quarterly newsletter. She wrote two t.v. spot announcements and recruited students to appear in them.

5. The Student-Tutor Coordinator kept in touch with the tutors and many of the students. She answered questions, sent materials and had the role of counselor in many instances.

   She established and stocked the New Readers Lab. This was used for tutoring and was a real success. The lab was so widely used we recruited a tutor as an assistant.

   She worked with non-English speaking students both individually and in small groups. This phase of the program is growing rapidly.

   She worked with mentally and emotionally retarded adults once a week at the Adult Developmental Center.

   She assisted in conducting the workshops and made student assignments before they were completed.

   She did all the art work and part of the writing of the newsletters.

6. The Secretary who serves the Director of Adult Education and the Reading Crusade forwarded all the notices of meetings, workshops and social activities to the newspapers and the radio stations.

She was responsible for the printing of the quarterly newsletters. She was involved in each aspect of the work and her time was spent in doing all those things which allowed us to be out in the community doing our jobs.

ADULT EDUCATION

1. The Director of Adult and Community Education for Horry County was always available, totally cooperative and rich in ideas and solutions to problems.

2. Community Education Coordinators of the various districts of the county school system were equally cooperative and helpful. Since they knew their clientele and their geographic section well, they were invaluable sources of information.

3. The teachers of Basic Adult Education classes used the same materials with poor readers as we do. There was a mutual respect and assistance.

4. The Superintendent of the School District was highly supportive. He was awarded the Friend of Literacy plaque by the South Carolina Literacy Association because of his efforts to overcome illiteracy in the county and state.

5. Principals and teachers of the school district are increasingly aware and supportive of the Reading Crusade. Several of them have become tutors.

6. The County Board of Education has made the program an intergal part of the total education system. We have been asked on several occasions to present information to them.

SOUTH CAROLINA DEPARTMENT OF EDUCATION

ADULT EDUCATION DIVISION

1. The initial meetings and training sessions which resulted in the Reading Crusade were held by the Adult Education Division.

2. The bumper strickers "Open a New World, Teach an Adult to Read", badges and folders used for publicity were supplied by them.

3. They funded the filming of "The Emancipation of Bonnie Branton." This is a slide presentation depicting the life of an Horry County Reading Crusade student. The film is used state wide for recruiting tutors and students and to further interest in the program. It is available for use in other states.

4. The major funding for the Reading Crusade comes from the State Department of Education.

5. The toll-free 800 state wide number was initiated and is funded by the State Department. Prospective students and tutors use this service to enroll in the program.

6. The Adult Education Department funded the Johnnie Cash billboards distributed throughout the county. Mr. Cash starred in the movie "The Pride of Jesse Hallum" which depicted a non-reader and his growth through the use of the Laubach Way to Reading. We credit the movie and billboard message with bringing more men into the program.

7. Two t.v. spot announcements, developed locally, were adopted by the Adult Education Division and are used state-wide.

8. The South Carolina Board of Education asked us to participate in a program which described the results of the reading campaign. Their continuing support enables us to enlarge the program.

HORRY COUNTY READING CRUSADE

PEER TUTORING

1. The idea of peer-tutoring was first presented to the Director of Adult Education by a volunteer tutor.

2. The Director of Adult Education discussed the concept with the Superintendent of the county schools. He approved and agreed we could use one full and one half days of school to conduct a Laubach Basic Workshop.

3. The Director of Adult Education and a tutor-trainer volunteer then met with the principal of the high school selected for the trail presentation.

4. The principal was pleased with the idea and helped formulate and coordinate the planning within the school.

5. The idea was presented to the faculty. The film strip"The Emancipation of Bonnie Branton" was shown first, then the Director of Adult Education explained what we wanted to do. The principal explained how they could help. The tutor-trainer discussed how the workshop was to be conducted.

6. A date for the workshop was set. The principal asked each teacher to submit the names of pupils who had good grades (not necessarily A's) and cared about helping others.

7. The list of pupils was compiled in the principal's office by his clerical staff and written invitations were given to each person on the list. A reply as to their interest in the project was asked by a certain date. One hundred fifty pupils indicated interest.

8. A meeting was held with the students. The tutor trainers explained what they could expect of the workshop and what we hoped to accomplished. The pupils were asked to discuss their participation with their parents and get approval to take the workshop,

9. The workshop was conducted. One hundred pupils were trained as tutors.

10. Assigning student tutors was difficult as tutoring was to be done outside of school and school hours.

11. The principal and the Reading Crusade Student-Tutor Coordinator worked together to make the student assignments. The task was really too big because of the large number involved.

12. In a mini-workshop (only Skill Books one and two were involved) we trained 20 eighth grade pupils to work with their peers.

    The school counselor made the assignments of pupils and tutors. The tutoring is done in a room in the office suite during the regular school day.

    The smaller number and the in-school tutoring makes this group more successful than the larger number trained in the high school.

13. Where training in the schools is concerned the school is responsible for the payment for the materials used in actual tutoring.

ELIZABETH

Elizabeth is a black female aged 25. She entered the program as a non-reader. She is so eager to learn after she found she could read. When she leaves her lesson she is so satisfied with herself. Her attitude toward herself and other people is reflected in her new found self image as a reader.

HENRY

Henry is a black male aged 21. He was referred into our program by Job Service. Henry could only get menial work because he could not read well enough to hold any other kind. He wanted to help himself but he didn't know how. Since entering the program and becoming a reader he has changed his ideas about life. Formerly he felt oppressed and had developed a "no one cares about me" feeling; now, he is beginning to formulate realistic plans for his life. He is willing to work to achieve his new plans. You can say he is a star student.

BOB

Bob, a white male aged 43, has completed Skill Book 1. He says he is a new person. He has begun to have real pride in his new accomplishments. His feelings of being inferior are dissipating and he meets his fellow workers at a new level. His wife is thrilled with the change in him.

JOHN

John is a thirty-two year old white male. He entered our program because he had gone as far as he could in his work until he learned to read. He was adamant about anyone knowing he was learning to read -- that was to be his secret. At the end of Skill Book 1 he received a little book entitled "In the Valley." When he had read the book he was so pleased with himself he told everybody he saw that he had read his first book. His pride in his accomplishment overcame his need for secrecy.

SARAH

Sarah is a black female in her early 30's. She has a problem in that her husband, who is in the army and stationed overseas, writes letters home to her and she can't read them. She has to ask members of her family to read his letters. This really bothers her. She is working hard to get to the place where she can read his letters and write him in return. He motivation is high and her progress good. She foresees a real change in her life.

VAN

Van, a white male aged 53, is disabled and unable to do his former type of work which was manual labor. After six weeks of tutoring he was in Skill Book 4. With his new reading skill and confidence in himself he opened a small country store. He was a man who felt defeated and he has now begun a new phase in his life. Reading has made the difference for him and the welfare of his family.

KENNETH

Kenneth is a white male in his late 20's. Through his activities in the reading program he has found a status symbol and a person he wants to be like. He is so proud of his tutor he introduces him to his neighbors as if saying, "See I have this gentleman as a friend." His association with the tutor has raised his self concept and enabled him to face others as an equal.

RANDY

Randy is a white male aged 28. He came to Horry County as a youth. His family lived in the midwest. He had a strong desire to see his family but was afraid to try to drive because he couldn't read a map. After a year in the reading program and with the help of his tutor he was able to map out his trip home. On his return he proclaimed proudly that he was successful and had no trouble. He feels the world has opened up for him.

THOMAS

Thomas, a black male aged 62, only attended school two days of his entire life. He owns two businesses and is a successful business man. He has always had to depend on others to do all the accounts and business forms. After being in the program only one month, Thomas was able to write his name. As a result he filled out and signed a business form by himself. For the first time he understands all the writing on an envelope and what addresses really are. Self pride received a real boast; doing for himself instead of asking others to do it for him was an lifting experience.

MOSES

Moses is a twenty-five year old black male. He came into the Laubach Program to learn to read the Bible. He is in his second year of tutoring. His wife helps him at home between the lessons with his tutor. Several weeks ago he experienced one of his ambitions. He read aloud during the church service. His family was proud of him but nothing could top the pride Moses experienced on that occasion. His self-assurance has been given a real boost.

WILLIE

Willie is a white male aged 30. Willie entered the Reading Crusade in October 1980, and is now in Skill Book 5. His reading level at the onset was very low. He has been faithful in attending his tutoring sessions and progress is readily seen. His latest achievement is reading the Bible and even teaching Sunday School. His social development has greatly improved. He was very shy and now surprises himself by standing up and teaching in his church.

JAKE

Jake is a black male sixty-seven year old. Jake is a rather slow learner but he does have his successes. He is learning to read a newspaper and practices with his tutor at each lesson. He has learned to address envelopes and can write his daughter. He plans to send her a Christmas card for the first time this year.

WILLIAM

William is a white male in his 30's. On pay days he always had to be on the end of the line at the pay window because it took him so long to print his name. Now that he writes he name, and does it well, he very proudly takes his place anywhere in the line.

BILL

Bill is a black male in his early 40's. He has a checking account at the bank but had to have the bank clerk fill out his deposit slip. He had to have the recepient of a check write the check for him and fill out the stub. His tutor spent several sessions with him practicing in an old checkbook. He is now fully capable of handling his own deposit slips and writing his checks. He feels so proud of his new accomplishments.

GEORGE

George is a middle-aged businessman who owns his own company. George was almost a non-reader. He contacted the Reading Crusade asking for help. A tutor was assigned in February, 1981. Since then George has progressed rapidly from Skill Book 1 through Skill Book 4. George has been reading everything he can get. He has read Helen Keller by New Readers's Press and written his first book review. George has volunteered to participate in an Adult Education class once a week and is now actively tutoring a peer. George is doing more of the paperwork at his office rather than taking everything home to have his wife do. George is contemplating working on units toward his high school diploma.

KENNETH

Kenneth is an adult new reader. He is eager to improve his reading skills. At one time Ken could never have admitted his need for help. Due to a series of failures he realized he needed help if he was ever going to improve his standard of living. Ken called the Reading Crusade and asked for a tutor; one was assigned. Ken is now in Skill Book 3 and has enrolled in Adult Education working on his high school units. He is more eager for help and is not as shy about his needs. He feels he can find successes in his future because of his new skills in reading.

JERRY

Jerry has a speech impediment. He is also handicapped by not being able to read. Jerry quit his job to be at home with his ailing mother, Now he is looking for work. He has no skills and has been unable to get a job. Jerry dropped out of school in the fifth grade. Jerry has begun to attend Adult Basic Education classes and is being tutored by the Laubach Method. Jerry is now in Skill Book 2 and moving along rapidly. He is learning how to use a dictionary. He is actually looking up words independently. He wants to learn to identify tools and work with wood.

JULIUS

Julius enrolled in the high school program. The teacher noted that Julius would not show up to class on a regular basis. Also, he seemed to struggle over the reading units. He would not be consistent in his performance. Results showed he was a poor reader. Julius does not want anyone to know that he is in need of help, yet he is not shy in front of the other three in his reading group. Julius is expressing himself more openly now and has a job. His goal is "to make money and invest it."

BONNIE

Bonnie has been in the Laubach program for over three years. Her self confidence has increased notably. She has evidenced social development with each year in the program. This year she was invited to a meeting and luncheon at the Governor's Mansion. She made a short talk to a group of 25 educators and she was interviewed by four television stations. She was on the evening news on Friday, September 25, 1981. She showed a great deal of poise during the meeting, interviews and at the luncheon.

VICKIE

Vickie is sixteen years old. As a young child her parents did not take her to school or make her go. If she attended a day a week she was doing well; thus he was a non-reader. She and her sisters were removed from the home and placed with foster parents. The lack of discipline earlier in her life led to a rebellious reaction. She became increasingly difficult to manage. She was placed in a home for girls. Her attitude there was poor and she was sullen most of the time. In August, 1981 a Laubach tutor contacted her and talked her into trying to learn to read. At first she was suspicious of the tutor and almost non-responsive to her. When she realized the tutor was sincere in her efforts to help her, she did an about face. Because she is finally having a successful experience with learning she has changed. The housemother at the home says her whole personality and outlook have changed for the better. Vickie shows improvement in her social relationships at the home and can now be cooperative. She has set a goal of attaining her driver's license.

MAIZE

Maize did not finish school. She had to help her family make ends meet. She married, had three children and got a job to help with the finances for the family. Maize worked hard, along with her husband, to educate her children. All three have gone through college. Maize's reading skills were very inadequate. Her self-esteem and self-confidence were low. She referred to herself as being "too dumb" to be able to succeed. Through the Laubach program, Maize has increased her reading skills. She has completed the entire Laubach series and is reading novels such as David Copperfield. She is taking another very important step, she enrolled in the Adult Education Program to work on her high school diploma. She is proud and sees herself in an image of success.

KEN

Ken is a white male, aged 25. Ken was a frustrated young man when he entered the Reading Program. He had an unstable childhood and had many encounters with the law prior to moving to the beach with his young wife. Ken had several jobs that ended abruptly because of his lack of reading skills. Finally he came to grips with the truth, unless he learned to read, his wife would continue to be a series of unhappy failures. A Laubach tutor was assigned to work with Ken. Ken applied for a job as a maintenance worker at one of the larger motels. Ken has held the job for almost eight months. He has had two promotions and takes pride in his work. He is in Skill Book 4 and continues to meet once a week with his tutor. Ken was excited about his most recent accomplishment. He wrote his first letter. He was even more pleased to receive the reply and to be able to read it.

DONNIE

Donnie was a total non-reader. He contacted the Reading Crusade office for help. A tutor was assigned to Donnie and the slow process of learning to read began. After one year of tedious and patient tutoring on a one-to-one basis, Donnie is able to achieve one of his goals. He can now endorse his own checks and the bank will accept his signature. Donnie is proud of this accomplishment and eagerly shares his success with his tutor. His reading skills are now something that he can "bank on."

GLENNIE

Glennie is a white 38 year old male, construction worker. He had refused other positions which offered better salaries because he was a total non-reader. He contacted the Reading Crusade and a tutor was assigned. He has changed from being an embarrassed non-reader to an enthusiastic new reader. He is proud of his accomplishments in reading. Glennie reports "Now whenever I stop at a red light, I look around and read the billboards."